

## MAINE ESEA WAIVER REQUEST CHECKLIST

As of May 11, 2012

### I. Application components and process

1. **A table of contents and a list of attachments**, using forms on pages 1 and 2.
2. **The cover sheet** (p.3)
3. **Waivers requested** (pp.4-6), and
4. **Assurances** (pp. 7-8).

Responsible party(ies)	Draft due	Notes
Commissioner		

5. **A description of how the SEA has met the consultation requirements** (p. 9): An SEA must meaningfully engage and solicit input from diverse stakeholders and communities - such as students, parents, community-based organizations, civil rights organizations, organizations representing students with disabilities and English Learners, business organizations, and Indian tribes - in the development of its request. *Evidence of how the Waiver Request was modified during the consultation process must be provided.*

Responsible party(ies)	Draft due	Notes
Steering Committee		

6. **An overview of the SEA's request for the ESEA flexibility** (p. 9). This overview (~500 words) is a synopsis of the SEA's vision of a comprehensive and coherent system to improve student achievement and the quality of instruction and will orient the peer reviewers to the SEA's request. It must describe how the implementation of the waivers and principles will enhance the SEA's and its LEAs' ability to increase the quality of instruction for students and improve student achievement.

Responsible party(ies)	Draft due	Notes
Commissioner		

**II. Evidence and plans to meet Principle 1: College- and career-ready expectations for all students**

7. **1A: Adopt College and career-ready standards (CCSSI) - Option A** (p. 10)
8. **1B: Transition to College- and career-ready standards (Common Core implementation plan)** (p. 10)
9. **1C: Develop and administer annual, statewide, aligned, high-quality assessments that measure student growth (SBAC) - Option A** (p. 11)

Responsible party(ies)	Draft due	Notes
Steering Committee Dan Hupp AMO Group (?)		

**III. Evidence and plans to meet the principles: Principle 2: State-developed differentiated recognition, accountability, and support**

10. **2A: Develop and implement state-based system of differentiated recognition, accountability, and support** (p. 12). description includes all the components listed in Principle 2, the SEA's plan for implementation no later than the 2013-2014 (?) school year, and an explanation of how the SEA's system is designed to improve student achievement and school performance, close achievement gaps, and increase the quality of instruction for students.

Responsible party(ies)	Draft due	Notes
Support/Interventions Group AMO Group		

11. **2B: Set ambitious but achievable annual measurable objectives (accountability)** (p. 13). Select the method the SEA will use to set new ambitious but achievable annual measurable objectives in at least reading/language arts and mathematics for the State and all LEAs, schools and subgroups.

Responsible party(ies)	Draft due	Notes
AMO Group		

12. **2C: Reward schools (recognition):** Describe the SEA's methodology for identifying highest-performing and high-progress schools as reward schools (p. 14)
13. **2D: Priority schools (recognition).** Describe the SEA's methodology for identifying a number of lowest-performing schools equal to at least five percent of the State's Title I schools as priority schools (pp. 14-15)
14. **2E: Focus Schools (recognition).** Describe the SEA's methodology for identifying a number of low-performing schools equal to at least 10 percent of the State's Title I schools as "focus schools." (p. 15)

Responsible party(ies)	Draft due	Notes
AMO Group		

15. **2F: Provide incentives and supports for other Title I schools (support).** Describe how the SEA's system will provide incentives and supports to ensure continuous improvement in other Title I schools that...are not making progress in improving student achievement. (p. 17)
16. **2G: Build SEA, LEA, and school capacity to improve student learning (support).** Describe the SEA's process for building SEA, LEA, and school capacity to improve student learning in all schools and, in particular, in low-performing schools and schools with the largest achievement gaps. (p. 17)

Responsible party(ies)	Draft due	Notes
Support/Interventions Group		

#### **IV. Evidence and plans to meet the principles: Principle 3: Supporting effective instruction and leadership**

17. **3A: Develop and adopt guidelines for local teacher and principal evaluation and support systems (Option A)** (p. 18). The SEA's plan is to develop and adopt guidelines for local teacher and principal evaluation and support systems by the end of the 2012-2013 school year (?). Includes a description of the process the SEA will use to involve teachers and principals in the development of these guidelines.
18. **3B: Ensure LEA's implement teacher and principal evaluation and support systems** (pp. 18-19). Provide the SEA's process for ensuring that each LEA develops, adopts, pilots, and implements...high-quality teacher and principal evaluation and support systems consistent with the SEA's adopted guidelines

Responsible party(ies)	Draft due	Notes
Maine Educator Effectiveness Council		